

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): ☐ Charter ☒ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mr. Gordon Pfitzer

Official School Name: Merced Elementary School

School Mailing Address: 1545 East Merced Avenue
West Covina, CA 91791-3555

County: Los Angeles State School Code Number: 19650946023485

Telephone: (626) 931-1700 E-mail: gpfitzer@wcusd.org

Fax: (626) 931-1704 Web URL: wcusd.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mrs. Liliam Castillo Superintendent e-mail: lcastillo@wcusd.org

District Name: West Covina Unified District Phone: (626) 939-4600

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Steve Cox

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 9 Elementary schools
(per district designation) 3 Middle/Junior high schools
3 High schools
0 K-12 schools
15 Total schools in district
2. District per-pupil expenditure: 5884

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 5
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	31	42	73		7	0	0	0
1	42	41	83		8	0	0	0
2	42	36	78		9	0	0	0
3	40	41	81		10	0	0	0
4	42	41	83		11	0	0	0
5	35	41	76		12	0	0	0
Total in Applying School:								474

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
7 % Asian
5 % Black or African American
76 % Hispanic or Latino
4 % Native Hawaiian or Other Pacific Islander
8 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 11%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	22
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	31
(3)	Total of all transferred students [sum of rows (1) and (2)].	53
(4)	Total number of students in the school as of October 1, 2009	461
(5)	Total transferred students in row (3) divided by total students in row (4).	0.11
(6)	Amount in row (5) multiplied by 100.	11

8. Percent limited English proficient students in the school: 14%
 Total number of limited English proficient students in the school: 68
 Number of languages represented, not including English: 5
 Specify languages:

Spanish, Cantonese, Tagalog, Arabic, Vietnamese

9. Percent of students eligible for free/reduced-priced meals: 64%
 Total number of students who qualify: 304

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 13%
 Total number of students served: 62

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>8</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>47</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>21</u>	<u>0</u>
Special resource teachers/specialists	<u>3</u>	<u>5</u>
Paraprofessionals	<u>0</u>	<u>6</u>
Support staff	<u>5</u>	<u>6</u>
Total number	<u>30</u>	<u>17</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 23:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	97%	97%	96%	96%
Daily teacher attendance	97%	97%	96%	96%	66%
Teacher turnover rate	9%	0%	0%	5%	0%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:

Enrolled in a 4-year college or university

_____ %

Enrolled in a community college

_____ %

Enrolled in vocational training

_____ %

Found employment

_____ %

Military service

_____ %

Other

_____ %

Total

_____ **0%**

PART III - SUMMARY

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Merced Elementary is located in West Covina, 20 miles east of metropolitan Los Angeles in the East San Gabriel Valley. Merced School was established in 1956. Although the city has seen impressive growth, Merced School has maintained a small town family atmosphere, rich in culture, opportunity, and educational excellence.

Merced's tradition of excellence has been highly celebrated and recognized by the State of California. Commendations received in the last ten years include the National Blue Ribbon of Excellence Award, California Distinguished School Award, two Title I Academic Achievement Awards, Golden Bell Award, Bravo School of Distinction Award, and the California EISS Award. We attribute this success to our strong commitment to address rigorous academic standards for all students.

Our School Vision reflects this commitment to all students: "We believe that all students must be prepared academically, exhibit positive character and responsibility, and maintain physical and emotional well-being in an ever changing and challenging world."

As one of the 9 elementary schools in West Covina Unified School District, Merced serves an ethnically, economically and culturally diverse student population of 474 students. Current ethnic groups are Hispanic, Caucasian, African American, Asian, and other various groups. Our rich cultural diversity is evident through the 6 languages spoken with 15 % of the student population classified as English Learners (EL).

As a Title I Schoolwide Project School, we provide services for families from all socioeconomic backgrounds. Presently 65% of our students are receiving free/reduced lunch and breakfast. Merced Elementary is exemplary, 100% NCLB certified staff of professionals is highly dedicated and shares a common vision of high expectations for school success. Together with the school community we prepare our students to be lifelong learners and productive citizens.

Test data analysis drives instruction. Teachers collaborate in their grade levels about these results to determine best instructional practices and form targeted groups for intervention. One measure of our ability to successfully implement a standards-based program is our Academic Performance Index (API). Since 2004, our API rose 94 points from 784 points to 878 points. Another measure of our success is our Academic Yearly Progress (AYP) percentage score. Five years ago, our percent of proficient ELA students was 8.2% below the district's ELA goal of 56.8% and our percent of proficient Math students was 2.2% below the district's Math goal of 58%. By 2009, we were 12.8% over the district's ELA goal and 16.7% over the district's Math goal.

Our school's overall instructional program has proven to be successful in narrowing the achievement gap and serves as a model of educational excellence. The achievement gap of our significant subgroups (Hispanics, Socially Economically Disadvantaged-SED, English Learners-EL) has been significantly reduced. This is in part due to our Professional Development Plan that emphasizes differentiated instruction. Our SED students benefit from our free and reduced lunch programs, Operation School Bell (clothes drive), School Uniform Giveaway Program, YACES Thanksgiving Basket Donation Program, Student Council Toy Drive, Science Camp Grant Program, School District - Free Health Clinic Partnership, and On-site Free Counseling Services. Also, teachers and parents can refer their child to our Student Intervention Team (SIT) to help form an action plan to overcome the effects on students from socioeconomic hardship. Our EL students benefit from our Comprehensive English Language Development Test (CELDT) Prep Course, our Early Literacy Program (with translated materials), EL Aide Support, and EL Intervention Program.

Merced students feel safe, nurtured, and academically challenged. The staff goes above and beyond to create an outstanding learning environment for all students. Positive behavior and good citizenship is recognized at assemblies and through the "Earn a Prize" principal office visits for good citizenship blue slips. Attendance incentive programs include attendance raffles, assemblies, certificates, class trophies, and a display case featuring attendance winners. Our staff offers a plethora of after school enrichment programs including After School Intervention Classes, Primary Choir, Upper Grade Choir, Chess Club, Student Council, Talent Show Club, Homework Club, Speech and Debate Club, Mt. Sac Track & Field Club, Weekly Family Reading Nights, and Jogging Club. We also provide on-site programs in partnership with community organizations. These programs include the YMCA Day Care Program, the YACES After School Enrichment Program, Foothill Family Counseling Services, Young Rembrandts Art Club, and Mad Science Club.

The promotion of technology as an important instructional tool is also very evident at Merced. There is an active computer lab, LCD projectors and computers in classrooms. There are several computer programs that allow students to work independently and at their own pace including MIND Institute, Accelerated Reader, Knowledge Box, Orchard, and Waterford.

Merced School is committed to academic distinction through our guiding principle of "Building Excellence." Through powerful links to the community, strong leadership, and a highly dedicated staff, we will continue to exemplify a high caliber education.

1. Assessment Results:

Five years ago, Merced fell short of the district's goal for all schools to be over 800 in their Academic Performance Index (API). Although some students performed well, we had a significant number of students that needed to improve. Students from the statistically significant subgroup of Hispanics had decreased 16 points in API from the previous year. Students from the statistically significant subgroup of Socially Economically Disadvantaged (SED) students had decreased 15 points in API from the previous year. Students from the statistically significant subgroup of English Learners (EL) had improved from the previous year, but their scores were still significantly lower than the overall API score.

An anticipated outcome of our goal to focus on standards-based instruction was an increase in overall API and Academic Yearly Progress (AYP) for our Hispanic, SED, and EL students. We hoped that certain school-wide practices of staff holding students more accountable for standards would positively impact our intended outcome. Information in regards to Merced's state test score gains is easily accessible to the staff as well as the public. Parents and community members can easily see which schools are meeting the target testing score standards determined by the California Department of Education. The state test results are available by going to the state website (<http://www.cde.ca.gov/index.asp>) and clicking on the testing and accountability link. State performance levels are assigned scoring ranges and are as follows for English Language Arts (ELA) for 2nd Grade and 3rd Grade: Far Below Basic (150-261), Below Basic (262-299), Basic (300-349), Proficient (350-401), Advanced (402-600). State performance levels for Language Arts in 4th Grade are: Far Below Basic (150-268), Below Basic (269-299), Basic (300-349), Proficient (350-392), Advanced (393-600). State performance levels for Language Arts in 5th Grade are: Far Below Basic (150-270), Below Basic (269-299), Basic (300-349), Proficient (350-394), Advanced (395-600). State performance levels for Math for 2nd Grade and 3rd Grade are: Far Below Basic (150-235), Below Basic (236-299), Basic (300-349), Proficient (350-413), Advanced (414-600). State performance levels for Math in 4th Grade are: Far Below Basic (150-244), Below Basic (245-299), Basic (300-349), Proficient (350-429), Advanced (430-600). State performance levels for Language Arts in 5th Grade are: Far Below Basic (150-247), Below Basic (248-299), Basic (300-349), Proficient (350-429), Advanced (430-600). For students to meet the standards in both Math and ELA, they must score in the proficient performance level.

If we examine the API scores since the standards-based practices were established five years ago, we will see some impressive gains not only school-wide, but for each of our statistically significant target groups. This same trend of substantial gains is also apparent on the state measure of the AYP that looks at the percentage of students gaining a proficient level of mastery. The gains indicated in AYP show a narrowing of the achievement gap for all three target groups at Merced. The overall API went from 784 (2005-2006) to 815 (2006-2007) to 834 (2007-2008) to 866 (2008-2009) to 878 (2009-2010). Our Hispanic Subgroup made the same steady growth in API. They went from 759 (2005-2006) to 785 (2006-2007) to 814 (2007-2008) to 848 (2008-2009) to 859 (2009-2010). Our SED Subgroup made the same steady growth in API. They went from 765 (2005-2006) to 787 (2006-2007) to 823 (2007-2008) to 843 (2008-2009) to 859 (2009-2010). Our EL Subgroup made the same steady growth in API from 738 (2005-2006) to 779 (2006-2007) to 796 (2007-2008) to 849 (2008-2009) to 836 (2009-2010).

The closing of the achievement gap is best illustrated in the EL subgroup. The AYP for ELA narrowed by more than half (6.3 percentage points) and in Math more than three times (11.2 percentage points). Similar AYP ELA/Math gains have been demonstrated by our SED and Hispanic students.

The Overall AYP in ELA went from 48.6 % (2005-2006) to 52.8 % (2006-2007) to 60.6 % (2007-2008) to 69.6 % (2008-2009) to 64.7 % (2009-2010). The dip in ELA AYP from 69.6 % to 64.7 % will be a primary focus for Merced in this current school year. The Overall Math AYP went from 55.8 % (2005-2006) to 66.1 % (2006-2007) to 69.1 % (2007-2008) to 74.7 % (2008-2009) to 79.6 % (2009-2010).

Our Hispanic Subgroup made steady growth in both ELA AYP and Math AYP. In ELA, we went from 43.1 % (2005-2006) to 61.3% (2009-2010). In Math, we went from 51.8 % (2005-2006) to 74.5 % (2009-2010).

Our SED Subgroup made steady growth in both ELA AYP and Math AYP. In ELA, we went from 42.8 % (2005-2006) to 60.3 % (2009-2010). In Math, we went from 52.2 % (2005-2006) to 75 % (2009-2010).

Our EL Subgroup made steady growth in AYP for ELA and Math. In ELA, we went from 36.2 % (2005-2006) to 60 % (2009-2010). In Math, we went from 39.1 % (2005-2006) to 64.6 % (2009-2010).

2. Using Assessment Results:

The analysis of assessment data to drive instruction has been instrumental in Merced's success. Teachers are given the opportunity to use the data warehouse program known as "School City" to pinpoint areas of need and target intervention groups. Once the teachers have identified those standards that need to be emphasized, teachers are provided supplemental materials to meet these key standards of focus. At the beginning of both Language Arts and Math, teachers focus for about 10 minutes on targeted standards. Beginning in January, after-school intervention is offered to all 2nd through 5th graders for 30 minutes a day, three to four days a week. Standard-based supplemental materials used during the school day as well as after school include Kaplan, Standards Plus, Curriculum Associates, Test Prep Release Questions, and individualized computer programs such as Orchard. The Principal and the Instructional Support Specialist not only provide the resources, but they also monitor the implementation of resources through class visits and by asking for indicators of mastery.

Test results are examined during grade level meetings and used to make decisions about future instructional practices and targeted intervention groups. Staff members use grade level meetings to review pacing guides and lesson plans to make sure they are emphasizing targeted standards. The Principal encourages reflective thinking and grade level collaboration in determining what parts of the curriculum should be emphasized and which part of the curriculum should be de-emphasized. The Principal and Instructional Support Specialist support and monitor grade level collaboration so the goals for all students are consistent and the decisions made support our standards-based focus.

The needs of our target population groups often vary and instructional practices must constantly be reviewed and adjusted. Professional development that focuses on differentiated instruction has been instrumental in our success to make standards attainable for all students. The differentiated instructional strategies at Merced include the use of whiteboards, the promotion of strategies that encourage the input of non-volunteers (such as popsicle sticks and pair sharing), choral reading, role play, tier group assignments, cooperative groups, thinking maps, and improved questioning strategies. The Principal, district personnel, and the Instructional Support Specialist make frequent class visits to monitor implementation. Continual progress is anticipated as we improve upon standard-based assessments and the analysis of this test data in determining the best focus of standards-based instruction.

3. Communicating Assessment Results:

Through regular communication, all stakeholders including parents, students, and community members are kept informed of student academic progress. This communication of student performance includes assessment data as well as other measures of student success. There are several ways we communicate between the community, families, and school. We send home a monthly parent newsletter in both Spanish and English to increase awareness of the month's school activities including student performance updates. This same updated information is placed on our website and all parents are provided the school link. Each grade level has a website link with grade specific information. School information is communicated to parents in both Spanish and English via fliers, letters, and notifications sent home. We also advertise school information by using our display cases in front of the school, office counter and letter rack, inside and outside marquee, and banners and posters in visible locations around the school.

Families are kept informed through our “Teleparent” phone system that sends phone messages to school families at a designated time. The bilingual principal provides phone messages in both Spanish and English. Staff is highly encouraged to make personal phone calls to parents especially since some parents have trouble reading in English. Staff members make themselves available in front of the school before and after classes so parents can take advantage of corresponding in person. Sometimes the teachers use this time to set up a class conference at a later date and time.

Communication specific to assessment data are thoroughly discussed at the annual Title I Workshop, the Test Prep Workshop, and during School Site Council Meetings.

Family participation in the Student Intervention Team (SIT) is crucial to the academic and socio-emotional well-being of At Risk students. The purpose of the SIT meeting is to build a home school connection to meet student needs. Team responses to academic concerns involve an examination of present accommodations, the development of new action strategies, the assignment of SIT members responsible for action plan implementation, and implementation dates. Follow up SIT meetings are also held to monitor success. Assessment data provides baseline data to measure the success of actions being taken to address student concerns.

Parents working as partners with school staff yield positive results. The improved home school communication, the parent volunteerism, and the active school participation of parents have worked in concert to enhance the lives of the students that we serve.

4. Sharing Lessons Learned:

The use of district professional development sessions, principal meetings, and annual board presentations have given the administration and teachers at Merced the opportunity to share successful strategies with community members and with other schools in the district. These venues have also served as a way for our school well to learn of effective instructional practices happening at other district schools.

District professional development has given teachers the opportunity to meet with teachers from other grade levels from other schools. This vertical grade level articulation, from Kindergarten to grade twelve, gave all participants a better understanding of the scaffolding of standards. This information was compiled in a way that allowed teachers to see what was essential to lay the foundation for success in the future. These Merced teacher representatives were also given an opportunity to share their findings in regards to grade level articulation at our site. All principals throughout the district meet twice a month for a full or half day at the district administrative building to further discuss successful strategies being articulated to teachers at district professional development sessions.

For example, principals were also trained at the district level in grade level articulation of standards. This information was brought back to the staff as part of Merced's professional development. The time set aside for on-site staff development to study the state standards for both Language Arts and Math proved necessary. Once a review had taken place, several on-site staff development activities were put into place to reinforce their understanding of standards. One example was a sorting activity where the teachers had to separate their standards from those in other elementary grade levels. Upper grade teachers gained an appreciation of the academic rigor of the primary grade levels and primary teachers saw how important their standards were to the future success of the upper grades' standard mastery. The use of grade level meetings to discuss grade level standards ensured that there is collaboration and shared understanding. Grade level minutes are shared with the principal allowing for feedback and further clarification when needed. These strategies are then in turn brought to principal meetings. District personnel then use principal feedback to help determine future best practices at the school site.

The board meetings allow the school to share successful ideas and also give board and community members to ask specific questions concerning these strategies of the principal and teachers.

1. Curriculum:

Merced uses standards-aligned textbooks, supplemental instructional materials, and technology to meet the core curriculum area needs of students. Information in regards to the quality, currency and availability of textbooks and instructional materials are delineated for the public in the School Site Plan and in the Student Accountability Report Card accessible via our school district website. All students have their own assigned textbooks and/or access to instructional materials in the following core curriculum areas: Reading/Language Arts, Mathematics, Science, History-Social Science, Physical Education, and Visual and Performing Arts.

In Reading, and English Language Arts (ELA), all grade levels utilize Imagine It! language arts series from SRA McGraw-Hill as their Reading/ELA curriculum (also considered a state approved curriculum). This program features a foundation in phonemic awareness, word study, fluency, comprehension, vocabulary, text comprehension, spelling and the concepts about learning to read and write. Supplementary instructional materials are used to enhance our writing curriculum. The majority of the supplemental materials come from our staff training in the Step Up to Writing program.

In Mathematics, all teachers utilize the enVision math series from Pearson/Scott Foresman as their Mathematics curriculum (also considered a state approved curriculum). It is well organized, and conveys the math content efficiently and effectively. A performance assessment is combined with a multitude of measures to demonstrate students' knowledge of and ability to apply mathematical concepts and skills.

In Science, all grade levels utilize the Harcourt Brace Science program as their Science curriculum (also considered a state approved curriculum). In this program, the learning is hands-on and coordinated with other activities. The series is a In addition, our new reading program includes several science-related stories that help supplement the curriculum. Our science curriculum includes both health and nutrition information.

In History-Social Science, we have a new Social Studies curriculum from Scott Foresman (also considered a state approved curriculum) which incorporates a variety of subjects such as geography, literature, government, and history. Students learn about different communities and cultures, past and present. Social studies enables students to learn a variety of skills as well as improving reading. Through this curriculum, students learn about sociology and anthropology while gaining an understanding of life on Earth.

In Physical Education (PE), a traveling PE teacher meets with 5th graders once a week and with 3rd and 4th graders one a month. Upper grade teachers work in collaboration with the PE teacher so they develop the expertise to effectively instruct in PE. All grade levels utilize the Sparks PE program as the PE curriculum (also considered a state approved curriculum). The Sparks PE Teacher Edition Manual contains activities aligned to each grade level's PE standards. The program is based on a philosophy that all students are active and involved during all instructional minutes. The idea is to minimize the importance of competition and focus on fun and skill learning through active involvement and collaboration.

In Visual and Performing Arts, a traveling art teacher and traveling music teacher visits every classroom four to six times a year for a 50 minute lesson. Her lessons are state curriculum approved. During their time at Merced, a lesson is completed based on the art standards. Classroom teachers observe both the Visual Art lessons and the Performing Art lessons to develop the expertise needed to become more proficient in teaching both art and music. Our art and music program do not require textbooks, but all students have access to art and music instructional materials. Each grade level also hosts a visual and performing arts performance for parents annually as well.

In order to effectively implement the curriculum, teachers are trained on how to provide instruction that is based on high expectations and emphasizes student engagement. All schools in the district have contributed to the identification of Essential Standards. The Essential Standards are standards that contain high academic rigor and higher level thinking skills of Bloom's Taxonomy. The mastery of these Essential Standards is measured by quarterly district benchmark assessments. The staff has been actively involved in the process of reviewing the questions that appear on the benchmark assessments. Students capable of showing mastery of Essential Standards should also be capable of mastering the Key Standards as well. Test results are examined during grade level meetings and used to make decisions about future instructional practices and targeted intervention groups.

Professional development that focuses on differentiated instruction has been instrumental in our success to make Key and Essential Standards attainable for all students. The differentiated instructional strategies at Merced include the use of whiteboards, the promotion of strategies that encourage the input of non-volunteers (such as popsicle sticks and pair sharing), choral reading, role play, tier group assignments, cooperative groups, and improved questioning strategies. The principal, district personnel, and the Instructional Support Specialist make frequent class visits to monitor implementation.

2. Reading/English:

In Reading, and English Language Arts (ELA), all grade levels utilize the Imagine It! language arts series from SRA McGraw-Hill. This program features a foundation in phonemic awareness, word study, fluency, comprehension, vocabulary, text comprehension, spelling and the concepts about learning to read and write. Supplementary instructional materials are used to enhance our writing curriculum. The majority of the supplemental materials come from our staff training in the Step Up to Writing program.

Teachers identify students in need of improving their reading skills through the use of assessment data. Teachers are given the opportunity to use the data warehouse program known as "School City" to pinpoint areas of need and target intervention groups. The constant review of assessment data is crucial to meeting the needs of struggling students. Grade level meetings are used to discuss the particulars in regards to action plans for individual students with needs. The differentiated instructional strategies implemented have been taught to teachers at district staff development and on-site professional development meetings.

In the fall, ELA afterschool intervention is offered daily after school during October, November and December as well as after winter break during the months of January thru May. A plethora of intervention materials are available thru the Imagine It! language arts curriculum as well as other supplemental materials. The Computer Lab provides individualized help and technology instructional programs such as Orchard and Waterford to meet the needs of at-risk students. In addition to intervention materials, there are several qualified staff members that work with struggling readers. These individuals include the Resource Specialist Program Teacher, the Resource Specialist Aide, the Instructional Support Specialist, and English Learner Instructional Aides. In some cases, students may work in small group or one-on-one in and out of the classroom. Several students benefit from the help of parent volunteers who act as buddy readers.

Families of struggling readers are encouraged to participate in our early Literacy Program. This program helps bridge the gap between home and school and provides students with free reading materials and the monitoring of school personnel who track reading progress. Merced also offers a Weekly Family Reading Night based on the Accelerated Readers (AR) Program. Students read to a family member in Our World of Reading Library and then go into the computer Lab to take an AR test. This program tests reading comprehension and helps parent determine appropriate books for their child's reading level.

3. Mathematics:

In Mathematics, all teachers utilize the enVision math series from Pearson/Scott Foresman. EnVision Mathematics is aligned to state standards, is well organized, and conveys the math content efficiently and

effectively. A performance assessment is combined with a multitude of measures to demonstrate students' knowledge of and ability to apply mathematical concepts and skills.

Teachers identify students in need of improving their math skills through the use of assessment data. Teachers are given the opportunity to use the data warehouse program known as "School City" to pinpoint areas of need and target intervention groups. The principal has the opportunity to meet individually with each teacher to discuss the role of each teacher in meeting the differentiated needs of their students. The constant review of assessment data is crucial to meeting the needs of struggling students. Grade level meetings are used to discuss the particulars in regards to action plans for individual students with math needs. The strategies implemented have been taught to teachers at district staff development and on-site professional development meetings.

In the Fall, Math afterschool intervention is offered daily after school during October, November and December as well as after winter break during the months of January thru May. Intervention materials are available thru the enVision Math curriculum as well as other supplemental materials. The Computer Lab provides individualized help and technology instructional programs such as Orchard and MIND Institute to meet the needs of at-risk students.

In addition to intervention materials, there are several qualified staff members that work with struggling students in math. These individuals include the Resource Specialist Program Teacher, the Resource Specialist Aide, the Instructional Support Specialist, and a Math Instructional Aide. In some cases, students may work in small group or one-on-one in and out of the classroom. Staff has been trained in differentiated instructional strategies including the use of whiteboards, the promotion of strategies that encourage the input of non-volunteers (such as popsicle sticks and pair sharing), choral reading, role play, tier group assignments, cooperative groups, and improved questioning strategies. The principal, district personnel, and the Instructional Support Specialist make frequent class visits to monitor the implementation of differentiated instructional strategies. Parent Volunteers are also available to review math facts and reinforce basic skills.

4. Additional Curriculum Area:

The curricular area of social science/history as taught at Merced is a singular curriculum area that is closely aligned to the essential skills and knowledge as reflected in our school mission. Our school mission requires that students have the skills and knowledge needed to be prepared academically for the future and to have the positive, healthy, and emotionally balanced character needed to be a responsible citizen. Our social science/history curriculum, the Scott Foresman program, is not only tied into our mission, but it is also state approved and based the state curriculum standards.

The Social Science/History curriculum contains high academic rigor that incorporates a variety of subjects such as geography, literature, government, and history. Students learn about different communities and cultures, past and present. These lessons provide important content in helping students solve problems they may face in the future. Social Science/History curriculum enables students to learn a variety of skills as well as improving reading. Through this curriculum, students learn about sociology and anthropology while gaining an understanding of life on Earth. It is easy to see how this focus is closely aligned to positive character and responsibility.

Many of the Language Arts stories found in the Imagine It! curriculum incorporate History and Social Science themes and helps supplement the Social Science/ History curriculum. This particular Language Arts program presently being used by Merced was purchased partially due to the fact that it addressed History-Social Science standards and perpetuated the themes of citizenship, responsibility, and healthy choices. The integration, of English Language Arts and History-Social Science, is seen as a positive characteristic of the program. The topics incorporated in History-Social Science offer the subject matter and inspiration that motivate the mastery of essential skills in speaking, reading, writing, and even math.

Other supplemental programs administered by Merced School to support the Social Science/History curriculum include a Career Day. The standard-based event has plenty of practical implications for the student's future. These kinds of experiences remind students of the importance of a good education to fully take advantage to the professional opportunities of the future.

5. Instructional Methods:

The needs of our target population groups often vary and instructional practices must constantly be reviewed and adjusted. Professional development that focuses on differentiated instruction has been instrumental in our success to make grade level standards attainable for all students. The differentiated instructional strategies at Merced include the use of whiteboards, the promotion of strategies that encourage the input of non-volunteers (such as popsicle sticks and pair sharing), choral reading, role play, tier group assignments, cooperative groups, and improved questioning strategies. The principal, district personnel, and the Instructional Support Specialist make frequent class visits to monitor implementation.

An example, of how the instruction is modified or supplemented to contribute to student learning and achievement for a specific subgroup, can be demonstrated with our English Learners (EL). Many of these specific strategies benefit the general population as well. One strategy includes tier assignments which are similar to modified assignments. The classroom placement of EL students seated by strong English role models can also be beneficial. Sheltered English methods that make use of visuals, realia, role play, and games to bring vocabulary to life and the use of chants and songs to reinforce vocabulary and content are also implemented. Paired sharing is a technique involving dialogue between paired up students or discussion in a small group of information just shared. Students talk to each other to process what was just taught. Selecting an EL Learner from each pair, or each group, or from class to share out about their short two minute discussion with their pair or group reinforces oral development. It is better if the speaker talks about what their partner(s) spoke about for purposes of listening comprehension.

In addition, a California English Learner Development Test (CELDT) crash course so EL students are more aware of the expectations of the test, and therefore more relaxed and focused when being tested. We also have two EL Instructional Aides that provide support and encouragement to identified EL students in the classroom under the supervision of a teacher. Supplemental materials include the EL intervention language arts materials available with the Imagine It! language arts program and the individualized Orchard computer program for EL students.

6. Professional Development:

West Covina Unified School District and Merced Elementary School work together in the area of professional development. This professional development collaboration focuses on activities that support student learning and are aligned with academic standards. One area of shared professional development incorporates the practice of establishing standards as the main focus of instruction. A four step process has been implemented.

First, teachers needed to be made better aware of the standards. Staff was not only to learn the standards required of their grade level, but the essential standards vital for mastery in the preceding grade levels and grade levels to follow. Vertical articulation was necessary in order for each grade level to understand their part in preparing students to master standards in middle and high school. The use of district professional development sessions gave teachers the opportunity to meet with teachers from other grade levels. This information was brought back to the staff as part of Merced's professional development.

Secondly, staff needed a deeper comprehension of which standards best met the district and state expectations. The time set aside for on-site staff development to study the state standards for both Language Arts and Math proved necessary. Once a review had taken place, several on-site staff development activities were put into place to fossilize their understanding of standards.

One example of a professional development activity was playing Jeopardy. Teachers found the competitive nature of the game a fun way to demonstrate their acquired knowledge of standards.

Next, the staff needed to know which parts of the curriculum needed to be emphasized in order to meet grade level standards successfully. Grade level meetings to discuss grade level standard emphasis help ensure collaboration and shared understanding. Pacing guides and lessons plans are evaluated for standard emphasis and appropriateness. Grade level minutes are shared with the principal allowing for feedback and further clarification when needed.

Finally, once the curriculum was modified so that the appropriate standards were taught, classroom instruction and intervention practices were evaluated for their effectiveness to meet the mastery of standards. A team of teachers were designated to observe each other and give grade level meeting feedback on their ability to meet the observed lesson's standard-based objective. The practice of shared peer class observation inspired several teachers to change their approach to certain lessons and improve their teaching practice.

7. School Leadership:

A collaborative leadership model is used at Merced Elementary to address student academic achievement. The Principal, Instructional Support Specialist, and Grade Level Team leaders collaborate with staff, community members, district personnel, parents, and students to facilitate effective implementation of rigorous academic standards; curriculum, instructional, and academic support; and assessment and accountability. A school leadership team known as the Merced School Site Council (SSC) meets bi-monthly to discuss the systematic development of our school vision and goals. SSC input concerning the systematic development of school goals are documented in the School Site Plan (SSP) and in the SSC notebook. This information is then communicated to all stakeholders through staff development meetings, parent workshops, community meetings, conferences and events; and through school written correspondence.

School goal implementation is monitored through daily classroom visits by the principal, staff meeting evaluations, feedback on staff and parent surveys, discussion forums with different groups of stakeholders (students, parents, community members, district personnel, school site staff) held at the district offices and school site. The information gathered is used to help us determine how well we are attaining our school goals and to help us determine which strategies are the best to meet and exceed the SSP goals.

The results of the effectiveness of school leadership to meet the academic needs of the Merced student is evidenced by improvement in our attendance data, test data, and data related to school discipline. The attendance rate is significantly higher than five years ago and this has resulted in students having more instructional minutes each year. Another indicator of the effectiveness of school leadership has been a reduction in office referrals and suspensions. This reduction is a direct result of school leadership's ability to monitor effective teaching. Effective teaching promotes dynamic learning experiences for students. Students who are engaged and successful in the classroom have less behavioral issues. Improved school behavior means more minutes in the classroom for students to gain curriculum access and fewer minutes in the office, in time out, or at home. The impact on assessment and accountability has been dramatic. Test scores have gone up 94 points in five years and we have been able to surpass our CST Academic Yearly Performance (AYP) Index test target goals in most years. Although these improvements can not be limited to any one factor, we believe the Merced's School Leadership has been a major reason for our present success.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2 Test: STAR

Edition/Publication Year: Multiple Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient plus Advanced	69	71	71	73	61
Advanced	35	39	39	40	33
Number of students tested	77	79	67	70	54
Percent of total students tested	100	99	99	100	100
Number of students alternatively assessed	0	2	3	0	0
Percent of students alternatively assessed	0	3	4	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	63	66	39	66	53
Advanced	25	39	20	34	28
Number of students tested	60	56	56	41	36
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient plus Advanced	65	71	65	69	60
Advanced	26	39	27	31	30
Number of students tested	65	56	52	48	40
4. Special Education Students					
Proficient plus Advanced		60			
Advanced		40			
Number of students tested		10			
5. English Language Learner Students					
Proficient plus Advanced	58	80	64	57	46
Advanced	25	60	35	14	13
Number of students tested	19	17	15	14	15
6. Asian					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					

11CA16

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 2 Test: STAR

Edition/Publication Year: Multiple Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient plus Advanced	66	77	70	73	54
Advanced	32	36	39	34	26
Number of students tested	73	78	67	70	54
Percent of total students tested	100	97	96	100	100
Number of students alternatively assessed	0	2	3	0	0
Percent of students alternatively assessed	0	3	4	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	60	72	36	64	42
Advanced	25	27	19	20	17
Number of students tested	60	55	54	41	36
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient plus Advanced	60	80	64	69	48
Advanced	25	36	31	33	20
Number of students tested	65	55	51	48	40
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested	8	9	0	3	3
5. English Language Learner Students					
Proficient plus Advanced	58	74	66	43	33
Advanced	29	47	33	7	0
Number of students tested	19	15	15	14	15
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					

11CA16

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: STAR

Edition/Publication Year: Multiple Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient plus Advanced	79	79	82	61	56
Advanced	54	54	59	43	33
Number of students tested	75	57	66	49	75
Percent of total students tested	100	95	97	100	100
Number of students alternatively assessed	3	1	1	0	0
Percent of students alternatively assessed	4	2	2	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	78	81	79	57	47
Advanced	37	55	60	38	29
Number of students tested	46	47	43	32	49
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient plus Advanced	76	78	84	56	54
Advanced	47	46	54	39	26
Number of students tested	59	41	46	36	54
4. Special Education Students					
Proficient plus Advanced	71				
Advanced	57				
Number of students tested	14				
5. English Language Learner Students					
Proficient plus Advanced			71		16
Advanced			50		8
Number of students tested			14		12
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					

11CA16

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: STAR

Edition/Publication Year: Multiple Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient plus Advanced	47	70	63	39	39
Advanced	27	20	17	4	19
Number of students tested	75	56	65	49	75
Percent of total students tested	100	94	97	100	100
Number of students alternatively assessed	4	1	2	0	0
Percent of students alternatively assessed	5	2	3	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	40	67	65	28	30
Advanced	20	15	10	3	18
Number of students tested	45	46	42	32	49
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient plus Advanced	48	63	56	28	32
Advanced	29	17	17	6	17
Number of students tested	58	41	46	36	54
4. Special Education Students					
Proficient plus Advanced	54				
Advanced	31				
Number of students tested	13				
5. English Language Learner Students					
Proficient plus Advanced			29		8
Advanced			0		0
Number of students tested			14		12
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					

11CA16

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: STAR

Edition/Publication Year: Multiple Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient plus Advanced	89	83	66	75	58
Advanced	65	55	30	43	30
Number of students tested	63	68	47	77	76
Percent of total students tested	100	98	96	93	100
Number of students alternatively assessed	3	1	0	0	0
Percent of students alternatively assessed	5	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	85	78	52	70	60
Advanced	61	51	26	36	31
Number of students tested	46	37	34	50	55
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient plus Advanced	85	79	60	74	51
Advanced	54	47	29	36	21
Number of students tested	46	38	35	58	57
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient plus Advanced				67	53
Advanced				25	33
Number of students tested				12	15
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					

11CA16

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: STAR

Edition/Publication Year: Multiple Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient plus Advanced	80	82	54	49	58
Advanced	51	45	30	23	18
Number of students tested	63	60	46	77	76
Percent of total students tested	100	100	96	93	100
Number of students alternatively assessed	3	0	1	0	0
Percent of students alternatively assessed	5	0	2	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	74	79	45	34	53
Advanced	37	46	18	16	18
Number of students tested	46	39	33	50	55
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient plus Advanced	76	82	48	41	48
Advanced	43	41	24	17	11
Number of students tested	46	39	34	58	57
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient plus Advanced				33	53
Advanced				0	13
Number of students tested				12	15
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					

11CA16

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: STAR

Edition/Publication Year: Multiple Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient plus Advanced	84	60	56	52	47
Advanced	50	25	24	20	17
Number of students tested	58	57	76	76	81
Percent of total students tested	100	95	99	100	100
Number of students alternatively assessed	2	0	1	0	0
Percent of students alternatively assessed	3	0	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	77	49	53	54	43
Advanced	35	16	25	19	16
Number of students tested	31	45	57	54	49
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient plus Advanced	74	52	53	44	41
Advanced	31	22	24	9	12
Number of students tested	35	46	59	57	52
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient plus Advanced		50	25	36	12
Advanced		0	8	21	0
Number of students tested		10	12	14	17
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					

11CA16

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: STAR

Edition/Publication Year: Multiple Publisher: ETS

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient plus Advanced	72	38	48	43	48
Advanced	36	16	16	9	17
Number of students tested	58	58	76	76	81
Percent of total students tested	100	98	99	100	100
Number of students alternatively assessed	2	0	2	0	0
Percent of students alternatively assessed	3	0	3	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	71	29	45	43	40
Advanced	29	9	13	9	18
Number of students tested	31	46	56	54	49
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient plus Advanced	69	32	44	33	45
Advanced	20	15	12	0	8
Number of students tested	35	47	59	57	52
4. Special Education Students					
Proficient plus Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient plus Advanced		20	17	21	18
Advanced		0	0	0	0
Number of students tested		10	12	14	17
6.					
Proficient plus Advanced					
Advanced					
Number of students tested					
NOTES:					

11CA16

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient plus Advanced	79	73	69	66	56
Advanced	50	43	38	37	28
Number of students tested	282	256	264	272	286
Percent of total students tested	100	98	97	98	100
Number of students alternatively assessed	8	4	4	0	0
Percent of students alternatively assessed	1	1	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	74	68	63	62	52
Advanced	46	40	36	54	45
Number of students tested	190	190	195	177	189
2. African American Students					
Proficient plus Advanced	92	85	54	36	50
Advanced	25	31	18	34	23
Number of students tested	14	15	11	13	14
3. Hispanic or Latino Students					
Proficient plus Advanced	74	70	65	61	52
Advanced	45	38	33	29	22
Number of students tested	211	184	197	199	203
4. Special Education Students					
Proficient plus Advanced	66	68		37	30
Advanced	43	26		13	21
Number of students tested	39	24		22	23
5. English Language Learner Students					
Proficient plus Advanced	48	63	58	61	40
Advanced	17	38	27	21	14
Number of students tested	68	54	62	68	70
6. Asian					
Proficient plus Advanced	100	94	85	96	88
Advanced	87	83	71	82	66
Number of students tested	23	18	85	23	24
NOTES:					

11CA16

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient plus Advanced	65	68	59	66	49
Advanced	35	30	25	18	20
Number of students tested	282	256	264	272	286
Percent of total students tested	100	98	97	98	100
Number of students alternatively assessed	9	3	6	0	0
Percent of students alternatively assessed	3	1	2	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	61	62	56	43	43
Advanced	30	24	19	12	18
Number of students tested	190	190	194	177	189
2. African American Students					
Proficient plus Advanced	34	78	45	55	50
Advanced	17	39	18	16	23
Number of students tested	14	14	11	13	14
3. Hispanic or Latino Students					
Proficient plus Advanced	62	65	53	44	43
Advanced	30	28	20	14	14
Number of students tested	211	185	197	199	203
4. Special Education Students					
Proficient plus Advanced	49	58		16	44
Advanced	21	21		4	24
Number of students tested	39	22		22	23
5. English Language Learner Students					
Proficient plus Advanced	39	53	34	40	36
Advanced	11	23	10	2	3
Number of students tested	68	54	62	68	70
6. Asian					
Proficient plus Advanced	91	89	90	91	67
Advanced	74	56	50	27	52
Number of students tested	23	18	20	23	24
NOTES:					

11CA16